

# ACCOUNTABILITY IN EDUCATION

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# District & School Accountability

- Accountability system established through state law and policy
- Current system adopted by the state in 2012, after securing a waiver from certain provisions of the federal Elementary and Secondary Education Act (ESEA), otherwise known as NCLB
- Unlike NCLB, which expected all districts to meet the same benchmarks year after year and, despite strong gains, identified more than half of our schools as failures, Tennessee's accountability structure acknowledges different starting points and rewards growth

# ESEA Waiver and State Requirements

## District Accountability

- Districts and schools set **Achievement** and **Gap Closure AMOs** (Annual Measurable Objectives)
- Both Achievement and Gap Closure are **weighted equally**
- **Districts are measured based on “achieving” or “missing”** the majority of goals

## School Accountability

- **Reward schools:** the top 10 percent of schools based on absolute performance and on growth
- **Focus schools:** the 10 percent of schools with the largest achievement gaps
- **Priority schools:** the bottom 5 percent of schools, based on absolute performance

*Priority Schools are eligible to enter the Achievement School District*

# District Support

Centers for Regional Excellence (CORE)

## How does **CORE** support **districts**?

TENNESSEE DEPARTMENT OF  
**EDUCATION**

### MONTHLY CONTACT *ON AVERAGE*



Each CORE staff reaches  
**9 Districts**

Each districts sees  
**5 CORE faces**



### CORE MILESTONES *AUGUST–MAY 2014*

CORE staff spent over  
**31,212 hours**  
in the field



**60+ Districts**  
participated in  
a match visit

### DISTRICT MILESTONES

**26 Districts**  
worked with CORE  
on a backwards  
design plan



**70% of districts**  
enrolled teachers in  
Reading Courses facilitated  
by a CORE staff member

### NUMBER OF DISTRICTS INTERACTED WITH *BY TOPIC*



Strategic Planning: **133**

Strategic Compensation: **117**

Study Councils: **138**

TEAM: **117**

RTI<sup>2</sup>: **136**

State Standards: **134**

Data Analysis: **134**



# ESEA Waiver Status

- Via a one-year extension, Tennessee's waiver is valid through the 2014-15 school year
- Renewal guidelines for another 2-4 year period will be released this fall or winter by the USDOE, with applications due in early 2015
- Anticipate guidelines will require no revisions to state accountability law
- Department of Education has engaged local school districts in the process

# Educator Evaluation

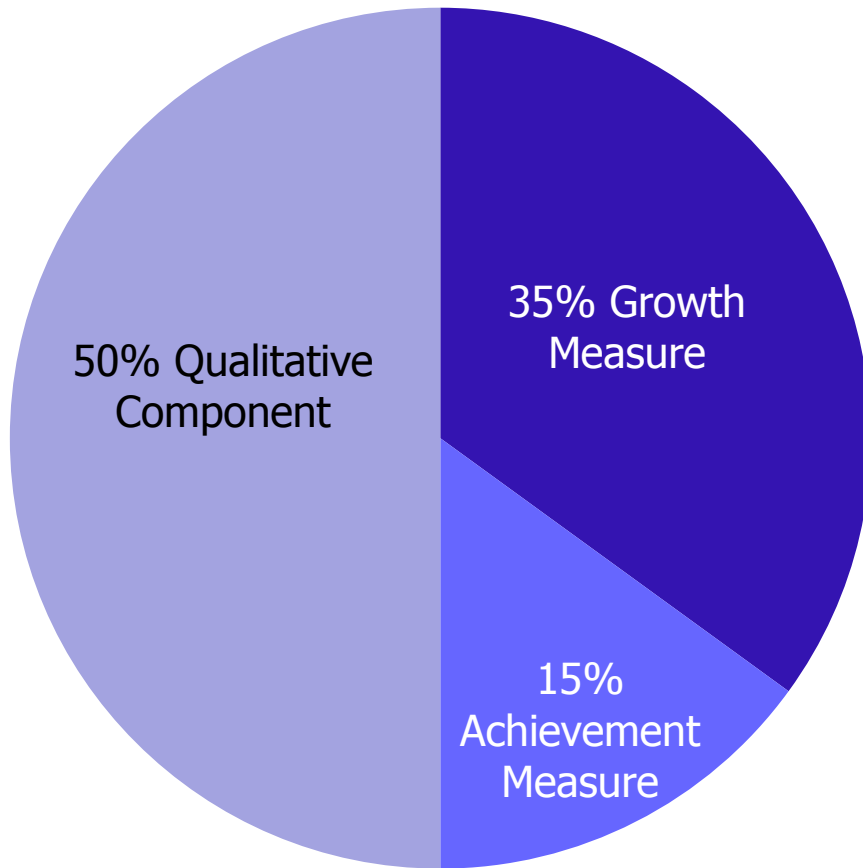
- As part of the 2010 First to the Top Act, Tennessee committed to expand student access to effective teachers and leaders by implementing a comprehensive, student outcomes-based, statewide educator evaluation system beginning in the 2011-12 school year
  - Required annual evaluation of all teachers and principals
  - Required 50 percent of the evaluation to be comprised of quantitative student achievement data and the remaining 50 percent to be comprised of qualitative measures such as teacher observations
  - Required evaluations to be a factor in employment decisions
  - Created the Teacher Evaluation Advisory Committee (TEAC), a group of teachers, principals, superintendents, legislators, business leaders, and other community members to guide and inform initial State Board of Education policy

# Purpose of Evaluation

- Improve student achievement through quality and timely feedback, professional development and continuous improvement
  - Previous evaluation system:
    - Tenured teachers evaluated twice every 10 years
    - Lack of meaningful feedback or targeted improvement – almost all teachers receive highest available rating
    - Student achievement played no role
  - Current evaluation system:
    - Every teacher, every year receives multiple observations
    - Feedback tied to clear vision for effective instruction
    - Differentiation among strong and struggling teachers

# Tennessee's evaluation system includes multiple measures and five performance levels

## Components



## Levels

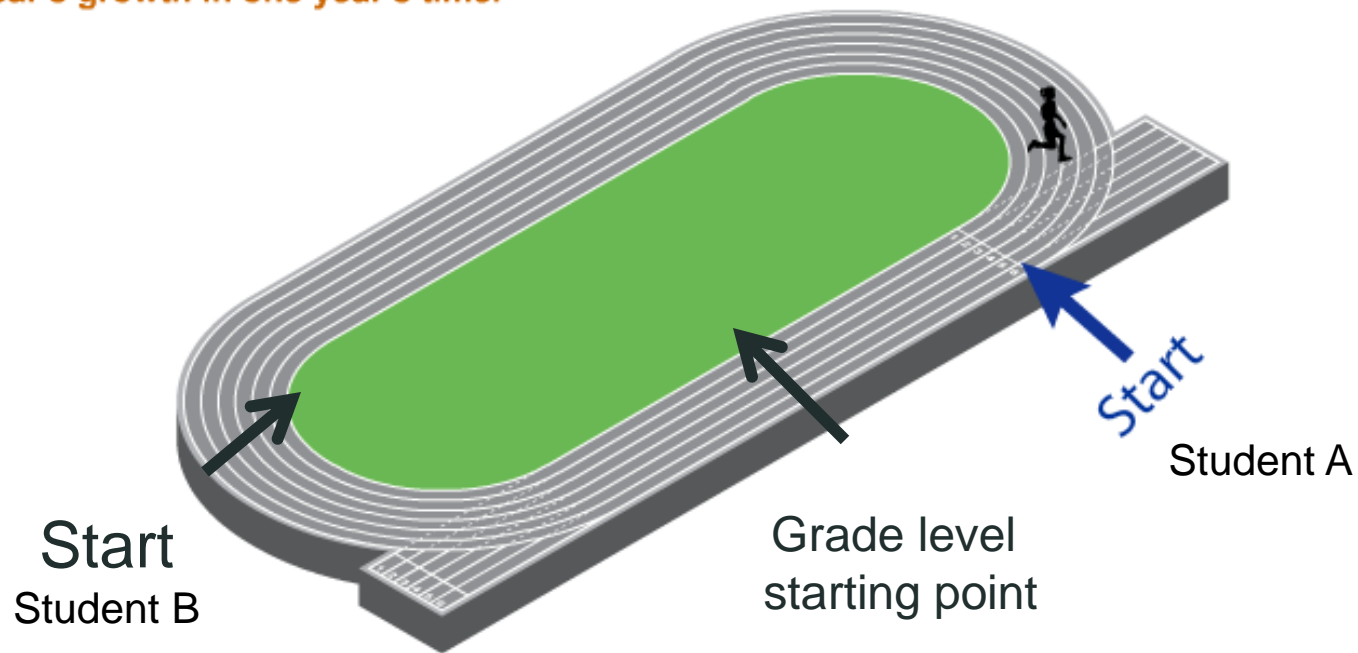
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- A vertical double-headed arrow is positioned to the left of the performance levels list, spanning the vertical range from level 1 to level 5.
- 5: Significantly above expectations
  - 4: Above expectations
  - 3: At expectations
  - 2: Below expectations
  - 1: Significantly below expectations



# Growth vs. Achievement

The starting line is different for each child

One lap around the track is one year's growth in one year's time.



# Implementation

- Implementation began in the 2011-12 school year. Each year, educator and stakeholder feedback, as well as data and results, have led to adjustments to the system.
  - Reduced weight of student growth for teachers in non-tested grades and subjects
  - Time spent conducting classroom observations differentiated by previous teacher experience and performance.
  - Introduction of new growth score options to provide more teachers individual growth scores.
  - Inclusion of students with disabilities in individual teacher value-added scores.
  - Flexibility and options for the most effective educators
  - Increased district flexibility through approval of more than 40 plans to further customize the state evaluation model.

# Results

## Overall Level of Effectiveness

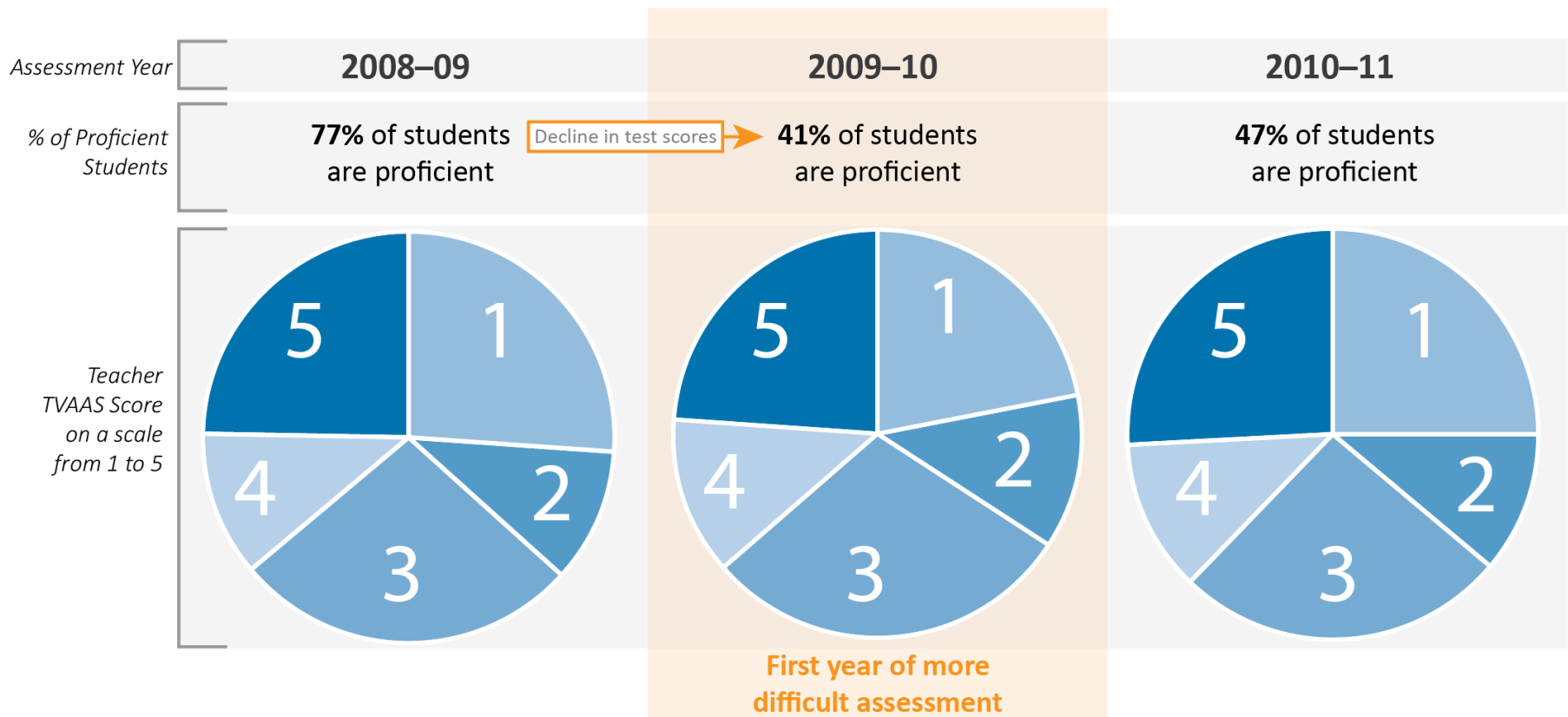
Overall Level of Effectiveness	1s	2s	3s	4s	5s
<b>2013-14</b>	0.8%	10.8%	24.3%	31.4%	32.6%
<b>2012-13</b>	0.8%	8.9%	22.3%	33.8%	34.2%
<b>2011-12</b>	0.4%	6.9%	19.9%	31.6%	41.2%

## Observation and Individual Growth 2013-14

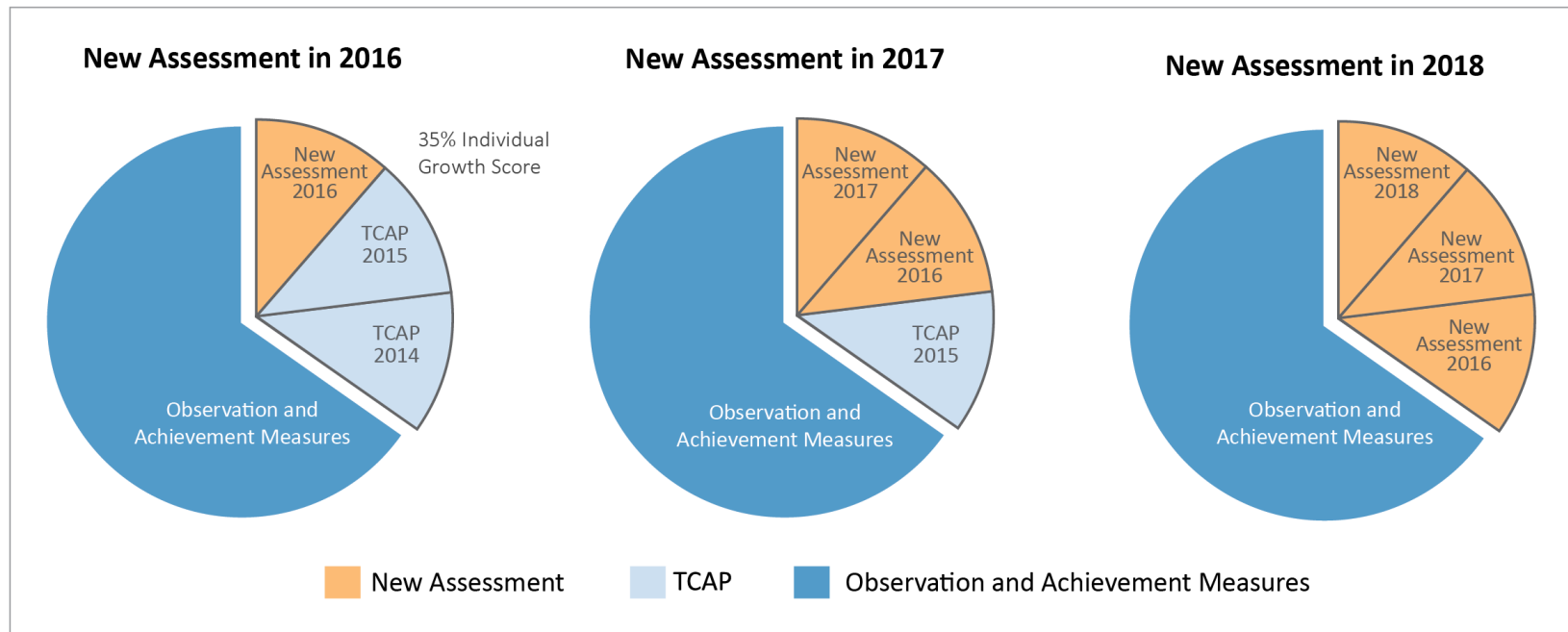
2013-14	1s	2s	3s	4s	5s
<b>Observation</b>	0.5%	2.7%	22.8%	43.2%	30.7%
<b>Individual TVAAS</b>	19.6%	9.5%	24.4%	11.5%	35.0%

# Evaluation & Assessment Transition

*From 2009 to 2011, teacher TVAAS scores for Tennessee's Algebra I Assessment remained consistent despite a significant decline in student proficiency due to the implementation of a more difficult test in 2010.*



# Evaluation & Assessment Transition



# TENNESSEE'S EDUCATION SUMMIT:

PROGRESS OF THE PAST, PRESENT, AND FUTURE



**THURSDAY, SEPTEMBER 18<sup>TH</sup>**